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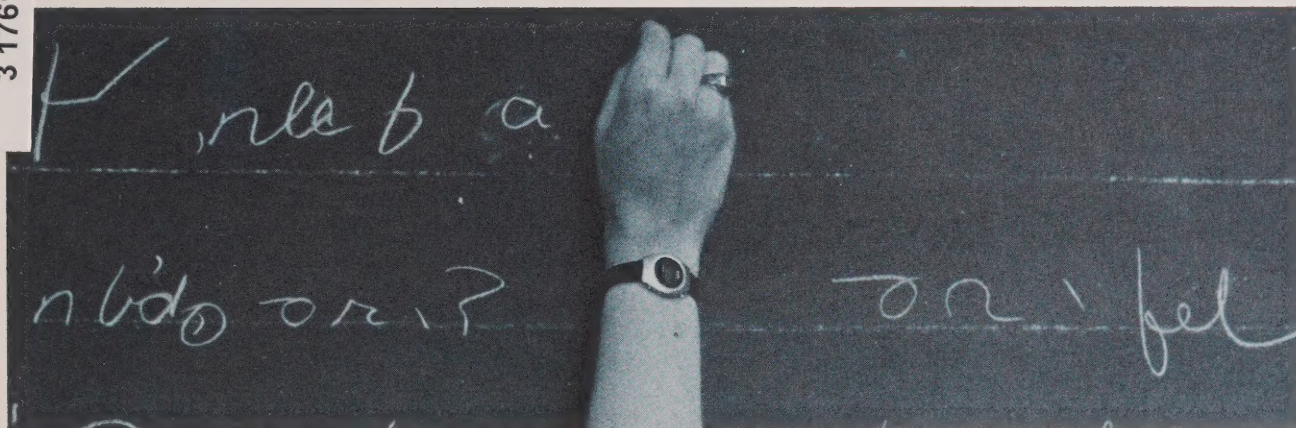
Shorthand Senior Division

This support document to the Ministry of Education guideline entitled *Shorthand, Senior Division, 1976* is intended to assist teachers of personal-use shorthand to create challenging, rewarding, and realistic courses of study by providing a compendium of related practical activities.

Notemaking in Action: A Project Approach to Personal-Use Shorthand

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Students of shorthand for personal use include those proceeding to university and community college and those whose needs are related strictly to home and school. The personal-use shorthand course must, therefore, meet the diverse needs of both advanced- and general-level students. To be successful, it must encompass educational experiences and learning activities ranging from the acquisition of superior study skills to the preparation of weekly shopping lists.

This document provides realistic, topical, and challenging activities to assist you in developing rewarding personal-use shorthand courses that will foster in each student the facility to record ideas quickly and accurately in shorthand. It is based on the premise that the fully trained notemaker is not merely skilled in writing a shorthand system, but is also skilled in critical observation, listening, and reading; in taking notes rather than verbatim recording; and in reproducing notes in a usable form. For this reason, none of the techniques concerned with the development of speed and accuracy in using a particular shorthand system is included. Only those techniques and strategies leading to the education of the competent notemaker, as defined above, are suggested here. It will be apparent, therefore, that the activities suggested will not in themselves provide a complete course. Instead, they are ideas to draw upon in the creation of a properly balanced course of study.



Activities

The document is divided into three parts, each of which presents activities that concentrate on one of the following skills:

1. *listening, reading, and observing* – discerning the important points in what is heard, read, and observed;
2. *notemaking* – recording the main points of spoken and written communication in usable form;
3. *producing* – producing complete projects for oral or written presentations. The chart that introduces this document depicts the way in which the parts are independent and yet interdependent. The activities themselves are practical devices for teaching a particular skill. They are arranged in a logical flow from the simple to the complex, and are designed to parallel the students' improvement in shorthand skills as the course proceeds. For example, Part 1 is structured so that *no shorthand skill whatsoever* is needed for the completion of the assignments. In this way, the skills associated with successful notemaking may be developed from the first day. The activities in Parts 2 and 3 *should be conducted in shorthand*, but *may* be completed in longhand if you prefer. Where you have classes of widely divergent skill levels, the activity suggestions contained in Part 3 will be invaluable in developing individualized study programs.

The progression used in this document is a *suggested* one only; *any activity* can be used at *any time* in the course, provided that the student has the required skill. For this reason, you may prefer to reorganize the activities in a way that would better suit your own needs.

Part 1

Listening

- concentrating
- remembering
- selecting
- visualizing
- criticizing

Reading

- comprehending
- selecting
- searching
- evaluating

Observing

- observing
- retaining
- interpreting

Part 2

Notemaking

- summarizing
- developing communication
- skills
- researching
- notemaking
- developing study skills

Part 3

Producing – A Project Approach

- letters
- written reports
- articles and news releases
- meetings
- oral and written presentations
- scripts
- yearbook



Learning Outcomes

The learning outcomes or objectives for each activity are indicated by numbers corresponding to the following comprehensive list of objectives:

1. Students should become active readers, listeners, and observers.
2. Students should be able to comprehend what is heard, read, and observed.
3. Students should be able to use critical judgement in assessing what is heard, read, and observed.
4. Students should be able to distinguish main points from supporting detail.
5. Students should be able to recognize and interpret non-verbal as well as verbal cues to decipher the message.
6. Students should be able to recognize and attempt to combat hindrances to effective communication.
7. Students should improve their vocabularies.
8. Students should be able to retain what is heard, read, and observed.
9. Students should be able to express succinctly in their own words what is heard, read, and observed.
10. Students should be able to use efficiently a variety of reference tools.
11. Students should be able to use notemaking techniques as a study aid.
12. Students should be able to attain a high standard of oral skill.
13. Students should be able to produce a complete presentation from their shorthand notes in oral or written form.

The activity suggestions are not the only possible means of achieving these general objectives. You should continue to develop your own activities and approaches to suit individual student needs and abilities and your own particular teaching style.

Resources

Each activity is accompanied by a list of the materials and equipment required to attain its learning outcomes. These resources are not prescriptive. In general, materials that are already available in your own classrooms or schools may be used. Again, the numbers referred to with the activities correspond to the numbers in the resource list on pages 111-16.

Assessment

Student performance can be assessed by you, by the student, or by the student's peers. The types of assessment devices that might be employed by each are indicated below. The final choice of methods of assessment must be based on your interpretation of the task and the expected learning outcome.*



*The assessment techniques used in this document are patterned after those contained in Ontario, Ministry of Education, *Evaluation of Student Achievement: A Resource Guide for Teachers* (Toronto: Ministry of Education, Ontario, 1976).

1. Teacher Assessment

Where the teacher is assessing student performance, the following methods may be used:

a) Written

Rating scales (see example) – descriptive, numerical, and graphic – are designed to indicate the level of achievement attained in the performance of a task or in the development of a skill.

Rating Scale

Name of Student _____

Directions:

Below are listed polarities of voice quality. Rate the individual by putting a check mark on the most appropriate place on the scale.

1. Volume. Voice is clearly audible.

Too loud							Too soft
----------	--	--	--	--	--	--	----------

2. Pitch. Voice is at a natural level.

Too high							Too low
----------	--	--	--	--	--	--	---------

Checklists (see example) are designed to indicate student performance on a predetermined list of tasks.

Name of Student _____

(Check mark indicates satisfactory achievement.)

_____distinguishing main points from supporting detail

_____anticipating outcomes

_____classifying ideas

_____comparing and contrasting

_____critical thinking

b) Observation (through eyes and/or ears)

This may involve teacher-student interviews to reveal attitudes, goals, and learning difficulties; oral examinations to measure progress; and the measurement of affective, psychomotor, and/or cognitive characteristics.

c) Participation chart

A participation chart indicates student progress in completing assigned tasks within specified periods of time. This means of assessment is suitable for situations where students are required to complete an assignment, but where no mark is to be given.

d) Class tests, quizzes, examinations.

These indicate student progress measured objectively in oral or written form. They can include the following types: true-false selection, multiple-choice selection, matching, completion, short-answer, essay, projects.

2. Student Assessment

Where the student is assessing his/her own performance, the following methods may be used:

a) Written (rating scales, checklists). These can yield objective self-assessments based on the students' goals and expectations.

b) Observation (through eyes and/or ears). This can yield a subjective self-assessment based on the self-examination of one's progress and/or teacher-pupil discussion.

3. Peer Assessment

Where one or more students are responsible for assessing the performance of another student, the following methods may be used:

a) Written (rating scales, checklists). These should be used under your guidance.

b) Observation (through eyes and/or ears). This should be done under your guidance.

Objectives

The activities in this part are designed to assist students to develop effective, discriminating verbal and non-verbal skills by having the students recognize a communicator's purpose; understand the relationship of details to main points; read and listen actively; expand their vocabularies; and express in their own words what they have heard, read, and observed.

The sequence of the listening skills activities is designed to take students through the steps of:

- concentrating on what they hear,
- remembering what they hear,
- selecting main points from what they hear,
- visualizing what they hear,
- criticizing what they hear.

The sequence of the reading skills activities is designed to take students through the steps of:

- comprehending what they read,
- selecting from what they read,
- searching for information in what they read,
- evaluating the worth of information in what they read.

The sequence of the observing skills activities is designed to take students through the steps of:

- observing with understanding,
- retaining with accuracy,
- interpreting with care.

Listening

- To make students aware of the importance of listening in the notemaking process, develop a class discussion on listening habits. For example, a discussion might evolve around such questions as the following:

- a) Why listen?
- b) Who listens?
- c) What is the difference between listening and hearing?
- d) Why is it important to let a person finish what he/she has to say?

Learning outcomes: 1, 2, 5

Resources: 16, 33

- The need for careful concentration in listening can be demonstrated by the following activities:

- a) Give a short speech or a reading to the class while a record is playing loudly in the background. The students must repeat the gist of the speech and, as a result, will become aware of the need to *concentrate* on a speaker.

Learning outcomes: 1, 2, 6

Resource: 10

- b) At the beginning of a class indicate that the last five minutes will be reserved for a discussion of distracting noises that the students feel have interfered with their total concentration during that particular class. The object of the discussion is to make students aware of the need to cope with extraneous sounds and noises.

Learning outcomes: 1, 2, 6

- To help students improve their ability to listen and respond to oral directions, use the following activity:

- a) Give a set of oral directions, such as the following, to the class and have students respond to them:
 - i) Keep your pen on the desk until you have heard each separate instruction.
 - ii) Write your name at the left foot of the page, surname first, in block capitals.
 - iii) Write the date in the upper left corner in the order year, month, day.
 - iv) Fold half the paper in half and pass it to the person behind you.

Learning outcomes: 1, 2

Resource: 33

- b) Have one student pretend to be a blind person just arrived from another planet. Have a second student explain to the first how to operate a stapler, how to tie a bow, or how to put on a coat. The "blind" student must follow the instructions *exactly*.

Learning outcomes: 1, 2, 5, 9

- Since the listener's task is made easier if the speaker's voice projects well, students should be encouraged to improve their own oral performances.

- a) Have students tape their own voices when reading a passage or telling a story and then play it back for self- and peer criticism based on the criteria of correct speech habits. The taped voice should be assessed for such qualities as volume, speed, flow, interest, animation, tone, inflection, and pitch. The assessment checklist could be prepared by either you or the students.

If possible, keep the original tape for comparison purposes at a later date.

Learning outcomes: 1, 2, 3, 12

Resource: 10

b) Have one student give to another student (who is blindfolded and not permitted to communicate) instructions to follow. These instructions might include:

- i) getting from one side of the room to another
- ii) putting on a coat
- iii) drawing a geometric figure on the chalkboard.

Learning outcomes: 1, 2, 3, 6

Resource: 33

- Since listening is not simply a matter of what is taken in through the ears, debate the relative importance to effective communication of the other four senses. This debate might be followed by a role-playing activity in which students demonstrate how other senses are used. For example, the same passage might be read first with emotion and then without emotion; or read with actions, gestures, or mannerisms and then without them.

Learning outcomes: 1, 2, 3, 6

Resources: 32, 34

- A wide vocabulary is an indication of a good listener, and frequent use of the dictionary is essential to vocabulary expansion. Discuss the many uses of the dictionary and then introduce the following listening activity: Prepare lists or mark passages and have students work in pairs pronouncing words to each other; e.g., maintenance, pronunciation, advertisement, lose. If they stumble over a word, have them use the dictionary to find the correct pronunciation. The first pair to finish could pronounce each word to the rest of the class. (Activities involving other uses of the dictionary will be found under "Reading" and "Notemaking".)

Learning outcomes: 1, 2, 7, 10

- Retention of what is heard can be improved by the following activities:
 - a) Whisper a short message to a student and have that student relay the message to the person behind him/her. Have students continue to do this until the message has reached the last student. Ask the last person to write the message on the board. Compare the final message with the original.

Learning outcomes: 1, 8

b) Ask four students to leave the room. While they are absent, read a short passage to the rest of the class. Invite the four students to return to the class one at a time and have one student describe to the newcomer the passage that was read. He/she in turn must tell what he/she has heard to the next arrival. After the four students have returned, have the class discuss the ways in which the story has changed from the original. Show the original passage on the overhead projector to check accuracy.

Learning outcomes: 1, 2, 3, 8

Resource: 35

c) Play a listening game that requires that each student in turn repeat the words he/she has just heard and add one more word. Start with "Mr. Jones's cat..." The next student continues "Mr. Jones's cat jumps..." The activity continues until a participant fails to repeat the words correctly or to add a word or phrase that makes sense.

Learning outcomes: 1, 8

- The following activities are designed to assist students in selecting the main thought in what has been heard:
 - a) Have one student read a short poem, story, or news clipping to the class and have each of the others make up an appropriate title, headline, or caption. Compare the students' suggestions with the original for aptness. (This same activity can be adapted to pictures, cartoons, comic strips, or posters.)

Learning outcomes: 1, 2, 4

b) Have students listen to a story or passage and at its conclusion individually record the main ideas. These ideas might be discussed in small groups so that each group arrives at a consensus. Errors in comprehension will become evident to the students who have made them when the original story or passage is reread.

Learning outcomes: 1, 2, 4

c) Present a short oral report on a controversial topic (e.g., the drinking age). Include some unrelated ideas with those that are relevant to the topic. Have the students distinguish between those ideas that are essential and those that are not. Discuss their findings.

Learning outcomes: 1, 2, 4

d) Read a short story or passage to the class. Ask for answers to a series of questions requiring responses on:

- i) content (facts)
- ii) main ideas
- iii) supporting details

This activity can be expanded into the area of critical listening by requiring responses to questions related to:

- iv) biases)
- v) unsupported conclusions
- vi) emotional statements
- vii) opinions
- viii) distortions
- ix) exaggerations

Learning outcomes: 1, 2, 4

- The students' ability to listen actively will improve if they are encouraged to participate while listening. Read or tell a story and stop at several spots. Ask students to indicate what they think will happen next in each case.

Learning outcomes: 1, 2

- Active listening demands a certain amount of visualization on the part of the listener. To improve the students' skill, try the following:

a) Select a short passage of dialogue. Have it read aloud and have the class describe the story behind the conversation.

Learning outcomes: 1, 2, 5

b) After having the class listen to a record or tape recording of a popular song, have the students outline the story behind the lyrics.

Learning outcomes: 1, 2

c) Obtain a commercial recording of a play. Have the students listen to a section for hidden meanings or impressions that are given but not stated in the dialogue. A short radio play may be effective for this activity.

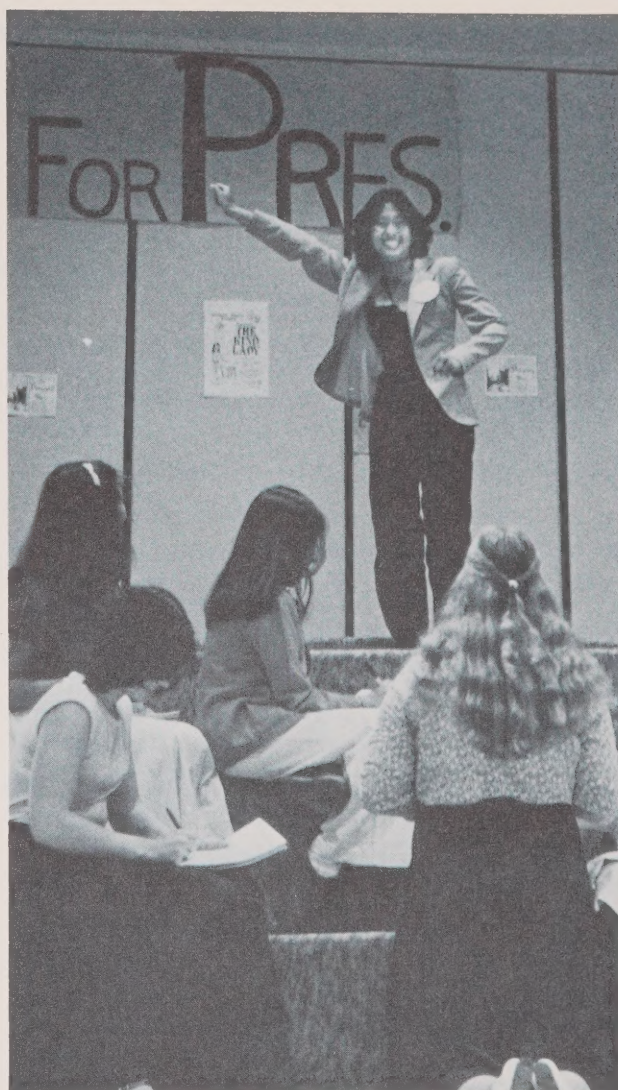
Learning outcomes: 1, 2

d) Play non-vocal musical selections and have students describe the images they conjure up.

Learning outcomes: 1, 2, 5

- The effective listener can easily distinguish between fact and opinion. This type of critical listening skill may be improved through activities such as the following: Have students report on two newscasters – one who reports only facts and another who includes his/her own opinions. For example, the reports of a newscaster might be contrasted with those of a sports announcer.

Learning outcomes: 1, 2, 3, 4



Reading

- As a pretest for determining students' reading skills, the following may be useful:
 - a) Have students read aloud from an article or story so that you can ascertain the level of reading and oral ability of each of your students.
 - b) Work with the English teacher to obtain suitable pretesting devices.
 - c) Give a reading quiz, using questions like the following:
 - i) How many books did you read last week?
 - ii) What kinds of articles do you read in the daily newspaper?
 - iii) Do you move your lips when you read?
 - iv) Do you have to have absolute quiet when you read?

Learning outcomes: 1, 2

- To improve students' comprehension skill and reading speed, provide them with a paragraph to be read quickly. Distribute a fill-in-the-blanks or true/false test to determine comprehension ability. This activity can be expanded by using longer paragraphs and multiple-paragraph selections.

Learning outcomes: 1, 2, 4

- To help students learn to recognize the main idea in what they read, use the following activity: Give students newspaper clippings and ask them to provide a suitable headline for each, based on their reading of the clippings. This activity can be expanded by asking students to read longer clippings and provide major and minor headings that indicate the central idea and related ideas. Students may work individually, in pairs, or in groups. Students' headline suggestions could be compared with the headline actually used in the newspaper.

Learning outcomes: 1, 2, 4

- The following activities will introduce students to rudimentary précis work:
 - a) Present a series of sentences of increasing complexity. Have students read through several of them, crossing out unnecessary words so that only the main thought is left. When they have developed skill with individual sentences, have the students work on short paragraphs.

Learning outcomes: 1, 2, 4

Resource: 5

- b) Have students identify and edit out each of the following in a given passage so that only the main points remain:

- i) descriptions
- ii) comparisons
- iii) examples
- iv) unnecessary details

Learning outcomes: 1, 2, 4, 6

Resource: 5

- Since not all reading material is presented in narrative form, interpretation skills are needed in some reading situations. The following activity will help develop such skills: Present students with a graph, chart, table, map, or other illustration. Provide them with questions concerning the illustration that are designed to make them extract specific information from the illustration. Finally, discuss the value of such illustrative materials in textbooks. Students may work in pairs to complete the assignment.

Learning outcomes: 1, 2, 4, 5

Resource: 36

- The following activities will improve dictionary-use skills:

- a) *Alphabetizing.* Prepare a list of twenty words selected from the same page of the dictionary and distribute the list to the students. Have the students arrange the words in alphabetical order without using the dictionary, noting the length of time it takes to complete the exercise. Students can verify their accuracy by checking the dictionary page used in the preparation of the list. This exercise can be repeated several times in order to improve speed.

Learning outcomes: 1, 10

- b) Organize a dictionary race using directions such as the following:

- i) Find the correct plurals of these words . . .
- ii) What are the derivations of these words . . . ?
- iii) What is the purpose of the words at the top of each page of a dictionary?
- iv) Indicate the dictionary pronunciation of the following symbols by selecting two words that would be written phonetically using the symbol.
- v) Insert hyphens where necessary in . . .
- vi) Suggest an antonym for each of the following words . . .
- vii) Select a synonym for each of the following words . . .

This activity may be an individual or team effort.

Learning outcomes: 1, 2, 7, 10

c) Have students look at a current newspaper or magazine and find six unfamiliar words. Have them check the words in their dictionaries and then use each word in a sentence. Next day, divide the class into groups and have the students take turns presenting their words to their groups. Students should be prepared to challenge or defend the definitions and their uses of the words. Ask them to amend their sentences, if necessary, and hand them in for checking.

Learning outcomes: 1, 2, 7, 10

Resource: 35

- The following activity may be used to combine vocabulary expansion and spelling. Each week, assign a student to keep a list of new words that come up in your class during the week. The following week the student should make a presentation to the class demonstrating the use of the words. He/she should then test the class on the spelling of the new words.

Learning outcomes: 1, 2, 7, 10

Resource: 35

- The following activities will introduce students to the use of the thesaurus:

a) Have them work from a prepared list or passage and use the thesaurus to locate at least four alternate expressions to convey the same meaning as each assigned word.

Learning outcomes: 1, 2, 7, 10

b) Present the students with a letter or short written passage that has one frequently recurring word or expression. Have the students replace the word with other appropriate words. Here is an example:

Dear Marg:

I must tell you about the fabulous time I had the other day. I met this fabulous guy who took me for a ride in his fabulous new car. It was a fabulous opportunity for me to show off this simply fabulous dress I just bought. We went to a fabulous spot in the country and had a fabulous lunch. Then we went to a dance at a fabulous beachhouse. He is such a fabulous dancer!

All in all, it was a really fabulous day and he even told me that he thought my dress was fabulous. That made me feel really fabulous.

Next time you come to visit me, you must meet my fabulous friend.

Fabulously yours,

Learning outcome: 7

- To help students increase their vocabularies, make frequent use of such materials as *Reader's Digest*, "It Pays to Enrich Your Word Power"; *Today's Secretary*, "Word Teasers"; *Toronto Star*, "Ask Andy"; or *The Canadian*, "You Asked Us".

Learning outcomes: 1, 2, 3, 7, 10

Resource: 35

- The following activities will help students become aware of the need for clear, simple English:

a) Present students with sentences and ask them to substitute clear expressions for any jargon, clichés, or hackneyed expressions, such as: "Like, the dude in the cool shades split the scene when the bread dried up."

Learning outcomes: 1, 2, 7, 9

Resource: 36

b) Have students read a passage containing specialized vocabulary and then, working in pairs, design a new version using their own vocabulary. You could use a passage from a contract, a legal document, an insurance policy, a warranty or guarantee, and so on.

Learning outcomes: 1, 2, 4, 9

Resource: 36

- The following activities will help students become familiar with the way in which textbooks are organized:

a) Have students discover for themselves and define the purpose of each part of any typical textbook.

b) Working with a class set of any textbook have students apply their definitions and locate specific information, such as:

– How many chapters does this book contain?

– On what page is information concerning baby seals given?

c) Students should refine the definitions they developed in (a) above, if necessary.

d) Through class discussion, correct any misconceptions or faulty definitions.

Learning outcomes: 1, 2, 10

Resource: 36

- When the students are thoroughly familiar with using all parts of a textbook, the following activity may be used:

a) Using a class set of any text, have students locate specific references, such as:

– all recipes demanding the use of apples,

– the date of election of Sir John A. Macdonald and his major policies,

– how to develop skill in précis writing.

b) Finally, the class could discuss the difficulties encountered in completing this activity.

(This activity may be adapted to teach students how to use a newspaper.)

Learning outcomes: 1, 2, 4, 10

Resources: 35, 36

- So that students develop a sense of the psychological impact of words, ask them to read advertising copy and identify specific words that the writer has used to persuade the reader to buy the product. The students should then replace these words with more realistic, less emotionally charged ones. For example, "Don't miss this sensational offer!" might be restated as "Enquire about our attractive offer." This activity may be completed by means of a written assignment, bulletin-board display, or transparency presentation.

Learning outcomes: 1, 2, 3, 6, 9

Resources: 23, 35

- To check that students are properly interpreting what they read, ask them to read an article and then list such items as the following:
 - a) five opinions of the writer;
 - b) three opinions of their own after reading the article;
 - c) the main ideas supporting conclusions drawn by the author;
 - d) statements made that do not justify the conclusions;
 - e) the assumptions made by the writer;
 - f) emotional statements made by the writer.

Learning outcomes: 1, 2, 3, 4, 5



Observing

- This activity may be used as a pretest to ascertain students' observational skills. Display an illustration that contains deliberate mistakes. Have the students identify as many of the errors as they can.

Learning outcomes: 1, 2

Resources: 13, 21

- This activity has a number of uses in promoting awareness, including an excellent "get-acquainted technique" and a general observational activity. Have students form pairs. Then have each student select a positive adjective that describes the other. Ask the person described to comment on the appropriateness of the adjective. Have each couple compare notes with another couple and the quartet attempt to find the best positive adjective for each person involved.

This activity could be expanded to include a whole class.

Learning outcomes: 1, 2, 3

- So that students become aware of the role of sight in observation, make a short speech to the students while they watch for visual clues that assist with the interpretation of meaning. Then, play a *tape* of a speech so that only the sense of hearing is involved. As a follow-up, discuss the advantages of being able to *see* the speaker.

Learning outcomes: 1, 2, 5

- To stress the importance of senses other than sight to observation, have the students close their eyes while you make a statement or read a passage. At the conclusion, ask them questions such as: Was the speaker smiling? Was the speaker standing or sitting?

Learning outcomes: 1, 5

Resource: 35

- To develop an awareness of visual-manipulation methods, have students examine TV, film, or print-media advertising of such products as toothpaste, soap powder, or shampoo in order to identify the manipulative devices used.

Learning outcomes: 1, 2, 3, 5

Resource: 35

- To encourage a facility in identifying sounds, select a number of familiar small items and instruct students to close their eyes and attempt to identify each item as it is dropped on a hard surface.

Learning outcome: 1

- To promote student observational skills, the following activities in the progression suggested will be effective:

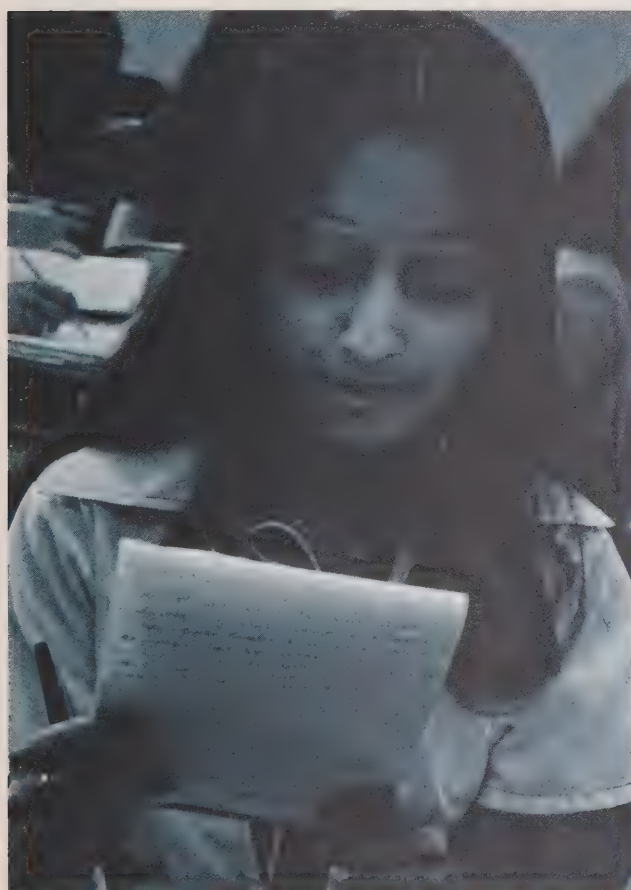
a) Have two students stage a familiar situation, such as shopping for groceries or shoes. After the staging, ask the student audience to answer preset questions designed to determine the extent of their observational skills, such as "What particular items did the shoppers buy?"

b) Have a number of students stage a short fashion show while others take notes. Afterwards, ask the student audience to prepare a script that they would use if they were the fashion commentators for the event.

c) Have two students stage a crime. You be the police officer and have all the other students be witnesses who must answer the police officer's questions.

Learning outcomes: 1, 2, 5, 7, 8, 9

Resources: 16, 33



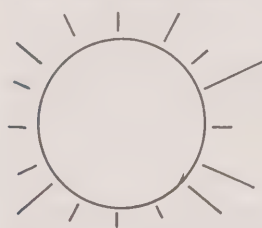
- This activity may be used to develop the students' powers of observation and retention. Display a number of familiar small objects on a tray. Allow one minute for the students to study them. Then cover the articles and allow one minute for the students to list them. You can repeat this activity many times and extend it by increasing the number of objects and decreasing the time allowed for listing them, as students gain experience and shorthand skills.

Learning outcomes: 1, 8

- So that students realize that there may be several interpretations of something that is observed, the following activity may be used. Duplicate and distribute these questions and illustrations:



– Write a sentence that describes your interpretation of the above illustration.



– Write a sentence describing this illustration.



– What is this?

– Write a story in three minutes that includes all three illustrations.

Have students compare their ideas so that variations in perceptions can be explored.

Learning outcomes: 1, 2, 7

Resource: 12

Objectives

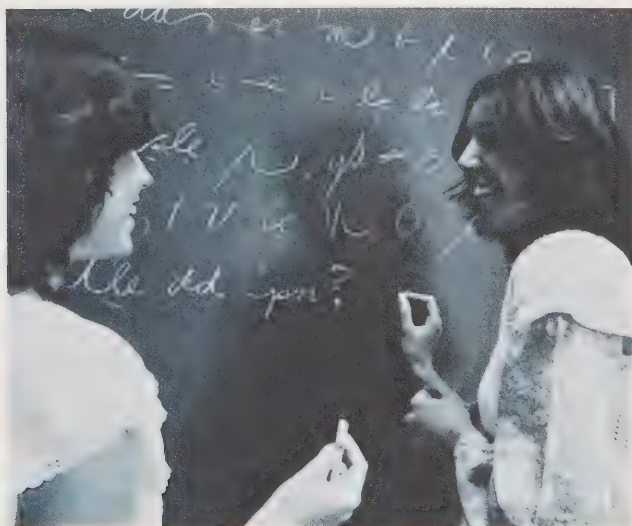
The activities in this part are designed to provide students with instruction in the principles of notemaking – organizing and summarizing thoughts and putting them to paper – in situations involving observing, reading, and listening.

To achieve this, the activity suggestions begin with those designed to develop notemaking skills common to any situation and progress to those applicable to more specific situations, as follows:

1. locating and expressing central ideas and supporting facts (summarizing),
2. taking notes in students' own words, including problems in spelling and grammar (communication skills),
3. using reference sources for researching information (researching),
4. notemaking in situations involving listening, reading, and observing (notemaking).

In addition, this part contains a section devoted to improving students' study skills.

It is assumed that students will be using their shorthand skills in the activities suggested here. However, any of these activities could be completed in longhand.



Summarizing

- The following activities can be used to teach students to distinguish main ideas from supporting details while reading, listening, or observing:

- a) Provide students with a series of short paragraphs progressing in complexity (e.g., using first simple, then compound, and then compound-complex sentences). Have students outline the main idea of each paragraph in their own words.
- b) Play recorded paragraphs and have students write down the main ideas from what they hear.
- c) Have students examine films, slides, videotapes, and posters and write down the main ideas expressed by each.
- d) Expand the preceding activities to include longer presentations, pausing after each completed point or section to allow students to respond with a one- or two-sentence summary of what they have read, heard, or seen.

Learning outcomes: 1, 2, 4, 9, 11

Resources: 5, 12

- The following activities can be used to teach précis writing and to emphasize the economical use of words:

- a) Have students write a paragraph describing their homes, the family car, or anything else that they might wish to sell. They should then reduce the paragraph as though it were to be printed as a classified advertisement of, say, twenty-five words.
- b) Present the students with a situation that requires the sending of a telegram or cable and have them prepare the message.
- c) Provide students with a piece of paper cut to post-card size and have them imagine they are on holiday, sending a message back to the class. (Throughout the year, encourage students who are on holiday or away for any reason to mail a card to the class with a message in shorthand.)
- d) Select a comic strip, remove the dialogue, and have students compose appropriate dialogue to fit the bubbles.
- e) Provide students with writing assignments that require very few words. Those that students might enjoy preparing include:
 - introducing a speaker
 - thanking a speaker
 - proposing a toast
 - responding to a toast
 - making a presentation
 - nominating someone for office
 - responding to a nomination
 - responding to a "Dear Abby" letter

Learning outcomes: 1, 2, 4, 9

Resources: 12, 32

- This activity is designed to provide students with practice in making notes in shorthand and in writing succinct descriptions. Divide the class into teams. Give each team a set of cards containing one card for each team member, with illustrations or words on them. (Each team will receive an identical set.) Have one team member draw a card and write in shorthand (on a pad that each team member can see or on the chalkboard) a description of the item named, without naming it. The team must then identify the item. Any questions or further clarification must be written in shorthand. The team that properly identifies all the illustrations on the cards first wins.

Learning outcomes: 1, 9

Resource: 29

- The following activities are designed to give students practice in organizing and presenting data:
 - a) Give students a sample piece of narrative that contains statistics and an example of the same material in tabular form. Provide students with a second, similar piece of narrative and have them produce their own table or chart from the information, using your example as a model.
 - b) Tape a sportscast, news report, or other appropriate broadcast that has statistical information presented in narrative form. Have students arrange a table, chart, or graph of the information.
 - c) Give students an assignment that involves obtaining statistical information and organizing it in an acceptable form. Do not give students any instructions on how to arrange the material. For example, the students could observe and record the types of food bought at the cafeteria on a given day and then organize the statistical information.

Learning outcomes: 1, 2, 4, 9, 11

- A study of the techniques used by journalists to condense news events is useful for improving précis-writing skills.

Provide students with a news report and have them answer questions about the report such as the following:

- Is the title a clue to its meaning?
- Good journalism always contains the who?, what?, when?, where?, and why? of a situation. Find the information in your report that matches these questions.
- What, if any, unnecessary descriptive material is contained in the report?

Conduct a discussion to identify journalistic techniques that might be useful in any situation that involves précis writing.

Learning outcomes: 1, 2, 3, 4, 11

Resource: 35

Developing Communication Skills

- *Spelling and vocabulary expansion.* The following activities will help students to improve their ability to spell and to expand their use of vocabulary:

a) Make one student responsible each week for collecting ten words used in the personal-use shorthand class that week. Have this student dictate the words to the other students to be written in shorthand and then transcribed. The “expert” can then check spelling and shorthand outlines using the board or a transparency.

b) Have students decide on an area of specialization that appeals to them, such as accounting, auto mechanics, or jazz dancing, and then prepare a list of approximately ten terms related to that field. The student must present the correct spelling, shorthand outline, and meaning of his/her words and must be prepared to use the words in sentences, if asked to do so. The student may be assigned the responsibility of setting, administering, and marking a test on the presentation a few days later.

c) Take the class on a miniature field trip to another area of the school, such as the music room, the automotive shop, the family studies room, the theatre arts area, or the science laboratories. Introduce your students to the specialized vocabulary of the school area you selected.

Prepare a vocabulary list indicating the correct spelling, shorthand outline, and meaning of each new word. The students may use these words to expand the vocabulary developed in (b) above.

d) Show a very short film and have students write in shorthand the words that are new to them. Discuss the meanings and the shorthand outlines for these words.

e) Have each student show the class a detailed slide, poster, or other sufficiently large and colourful visual item. He/she should then ask the class to write in shorthand a response to a task based on the visual item, such as the following:

– List synonyms for as many items shown in the picture as you can.

– Give as many different adjectives as you can that could be used with nouns shown in the picture.

– Provide antonyms for as many items shown in the picture as you can.

– List as many nouns beginning with B as you can that appear in the picture.

– List as many verbs beginning with B as you can that appear in the picture.

All of the students then transcribe the words, and the student “teacher” provides a check for spelling and appropriate meaning. The student “teacher” can select the assignment to be used from a grab bag that you have provided.

f) Give students a set of incomplete sentences (or paragraphs) in shorthand. Provide a set of possible completions in shorthand on a separate sheet of paper or on a transparency and have the students complete the blanks in the sentences or paragraphs. The words omitted might be, for example, all adjectives or all adverbs. This activity might also be adapted to encompass the use of antonyms, synonyms, and homonyms.

g) Write a set of definitions, in shorthand, for common words. Have your students provide the words suggested by the definitions. Alternatively, provide words for which the students could write definitions.

Learning outcomes: 1, 2, 7

Resource: 21

- **Homonyms.** Some students may have difficulty with homonyms. The following activities should provide useful recognition practice:

a) Divide the class into small groups and assign each group the task of coming up with as many homonyms as possible in five minutes. (The definition of the word “homonym” is to be determined by the students.) In the next five minutes each group should write down the correct spelling, an example of correct usage, and a shorthand outline for each homonym. Have the group that finds the most homonyms present its list to the class.

b) Have the students work in pairs and provide each pair with a series of sentences containing errors in the use of words. Have each pair discuss the sentences and make the corrections that they feel are necessary. Show a corrected form on the overhead projector. Have the students keep a list of troublesome pairs, such as their, there; site, cite; bear, bare; council, counsel. The following are two sample sentences for this activity.

- Can you bare to see a bare bare?
- Did you write write the write way?

Learning outcomes: 1, 7, 10

- **Writing with clarity.** Discuss with the class the characteristics of quality writing so that the students can develop a short list of principles. Accept all ideas and list them on the board. Steer the final organization of the ideas so that the short list becomes either the following or very close to it.

- Write using *simple but varied sentences*.
- Write in the *active voice*.
- Write as you *speak*.
- Write in correct *grammatical form*.
- Write with *accuracy*.

Have the students sign up to study one of these principles (the size of each group will depend on the class size) and have each group come up with a brief presentation designed to reinforce the merit of the principle. Each presentation could include:

- a) a bulletin-board notice or a mobile illustrating the principle,
- b) a short paragraph dictated to the rest of the class that shows the principle at work,
- c) an overhead transparency of the paragraph written in shorthand for checking purposes.

Learning outcomes: 1, 2, 4, 6, 9

- **Sentence structure.** As a pretest of your students’ knowledge of the essential parts of a sentence, dictate or present on an overhead transparency faulty structures of the following type. Ask students to identify the errors and to correct them.

- Thanking you for your co-operations.
- The boy walking down the street.
- The road coming in from Hamilton.

You may then provide individual remedial exercises that concentrate on problem areas for those students who need such assistance, or class assignments where the problem affects the entire group.

Learning outcomes: 1, 3, 6

- **Grammar, punctuation, style, and usage.** As a beginning activity, and before you start your treatment of grammar, punctuation, style, and usage problems, conduct a pretest to find out the ability level of the class. Dictate, or present on a transparency, a paragraph or two that requires the use of common punctuation marks and some standard style and usage decisions. Have the students present you with a longhand, punctuated version.

Check each student’s submission, formulate a list of problem areas, and then assign either remedial class activities if everyone shows the same weakness, or individual remedial activities when only a few students have a particular problem. (Programmed or self-test material is suggested for this purpose.)

a) **Grammar and punctuation.** There is no doubt that grammar and punctuation must be adequately covered in a personal-use shorthand course. However, whether these areas are best dealt with in concentrated blocks or gradually, over an extended period, is at your discretion. The recommendation made here, however, is that such “dry” material might best be dealt with as the need for help in the class presents itself and in the form of warm-up activities throughout the course. In this way competency is built through a practical rather than a theoretical approach to language studies. A variation of any of the following warm-up techniques might be employed:

– Assign students “in-basket” assignments or “grab-bag” questions (i.e., individual, written assignments or questions). For checking purposes, randomly select two or three students to describe their tasks and explain their solutions to the entire class.

– Write on the board in longhand or shorthand examples of poorly constructed or incorrectly punctuated sentences for students to correct in shorthand or longhand.

– Write on the board or on a transparency, in longhand or shorthand, questions on language-skill topics that contain a blank for the student to complete in longhand or shorthand. (These questions could be on points that have arisen in a class in the preceding few days or on points that may arise in the ensuing class.)

– Make students responsible, on a rotational basis, for each week’s warm-ups (in consultation with you).

Learning outcomes: 1, 2, 7

Resources: 2, 3, 4, 7, 8, 9, 14, 15, 18, 19, 22, 24, 28, 35, 36

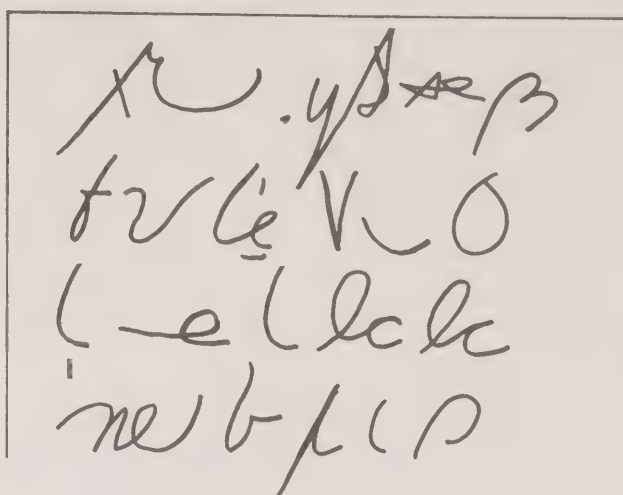
b) *Style and usage.* Rather than teaching a single unit on each common word-usage or style error, you may find it more effective to provide frequent practice in correcting a range of obvious faults. The suggestion here is to deal with these problems in an ongoing, perhaps daily, opening or warm-up exercise. Provide the students with a model sentence using a particular principle and another sentence containing an error involving that principle. Have them correct the flawed sentence – in longhand or shorthand as you prefer. Alternatively, provide students with sentences containing flaws which they must rewrite in shorthand or longhand. Sentences such as the following might be used for this purpose:

1. The United States and Canada are contagious countries.
2. My sister is preparing her torso for her wedding.
3. You should of consulted the post office guide.
4. Divide the doughnuts among the two of us.
5. Being accurate is more important that to be speedy.
6. I can’t hardly wait for tomorrow.
7. George worked all Summer to pay his intuition.

Learning outcomes: 1, 2, 7

Resources: 2, 3, 4, 7, 8, 9, 14, 15, 18, 19, 22, 24, 28, 35, 36

Note: One possible stimulant to the students’ enjoyment of your treatment of grammar, punctuation, usage, and style problems is to employ a point system. Organize the class into teams and award a point to the team whose members respond most quickly to your questions. Should a student commit an error of the type covered at any time after the presentation, then his/her team loses a point. (Students could be given the opportunity to “buy back” their lost points by correcting their errors. See Appendix 2—General Teaching Ideas.)



Researching

- As a follow-up activity to the one suggested in the section on “Reading” in Part 1, the students can further demonstrate their understanding of the components of a textbook, improve their speed in finding information, and, at the same time, use their shorthand skill in the following activities:

- a) From their regular class text have students locate and record all references to study skills.
- b) From any available class set of texts, have students locate and record references to a topic that you assign.

These activities may be done individually or in pairs.

Learning outcomes: 1, 10

Resource: 36

- Determine the extent of your students’ knowledge of the contents and organization of the school library by discussing a case such as the following:

“Bob went to the library to locate *Nichols: Are You Listening?* He asked the librarian for assistance.”

Students should be able (singly, in pairs, or in groups) to establish how the librarian might help Bob. Any gaps in their knowledge can then be effectively filled before they go on to actually use the library facilities. • •

Learning outcomes: 1, 2

- The following activities are designed to assist students to use library facilities for researching reports, oral presentations, or essays and for making the most efficient use of library resources:

a) Model a library search after a scavenger hunt. Give each student a separate book title and ask him/her to locate:

- the author's name
- the publisher
- the subject
- the Dewey decimal number

b) Hand each student a slip of paper that contains a question to be answered from information available in the library. For example:

- I am up to my knees in water in the kitchen. What number do I call?
- What is the second verse of our national anthem, in French?
- A car travels 7 km on 1 L of gas. At today's prices for gas, what is the cost for you to travel to Burnaby, B.C.?

Learning outcomes: 1, 2, 10

- Students should know how to show both direct and indirect quotations and footnotes in a written report. Prepare a page of manuscript that contains a quotation and a footnote. Duplicate the page, but omit the quotation and footnote. Have students locate an appropriate quotation, write or type it in the blank space, and provide the related footnote. The original manuscript page might then be shown on an overhead for comparison.

Learning outcome: 11

Resource: 36

- The procedure for properly alphabetizing and organizing bibliographies may be dealt with in the following way: Provide students with a list of possible bibliography entries (including books, magazines, encyclopedias, monographs, and newspapers). The students should then consult a handbook to find out how to arrange the items, write the information in the proper sequence on separate index cards (or slips of paper), and arrange the cards in alphabetic order. Each card should then be numbered. Show on an overhead projector the correct bibliography listing and have students check their work. You might encourage them to keep their cards (or final list, if they prepare one) for future reference.

Learning outcome: 11

Resource: 36



- This activity is designed to make students aware of research resources other than books. Prepare a “grab bag” of topics. Have students (singly or in pairs) select one and then prepare a bibliography of all the resources *other than books* available in that field. The topics might include glass-blowing, slapstick comedy, transplants, humane trapping, and computer dating. The list of topics should be prepared in consultation with the school librarian to ensure that the resource centre contains the necessary materials.

Learning outcomes: 10, 11

- As an elementary exercise in selecting material for an oral presentation, the following activity may be useful.

Tell students that they are going to, for example (a) be the best man at a wedding; (b) introduce a speaker on rabbits; or (c) act as M.C. at a fashion show. Using references available in the resource centre, have the students locate a joke, humorous saying, or a quotation that will enliven their presentation.

Learning outcomes: 10, 12

- Few students are aware of the telephone as a resource. The following activities are designed to demonstrate that the telephone is the fastest and one of the most convenient means of obtaining information for personal use, essay and report writing, speeches, and oral reports. Have students use the telephone to find out:
 - a) insurance premiums for teenage male, teenage female, and occasional drivers;
 - b) the cost to taxpayers of social welfare schemes;
 - c) comparative prices on some article;
 - d) what to do just after your dog has met a skunk or porcupine;
 - e) current information on a well-known public figure;
 - f) the current rate of exchange and service charge on some foreign currency.

Learning outcomes: 10, 12

Notemaking

- To motivate students and to ensure that they are aware of the many situations in which they might apply their notemaking skills, ask them to list the uses they might make of notemaking in the classroom, in personal life, and in business (for example, the advantages a trained notemaker has over an untrained one in lectures and the ways in which tips in the personal-use shorthand class have helped in other classes). Have students also indicate those situations in which they *could* use notemaking. A bulletin-board list may be produced and additions to the list made from time to time in the future.

Learning outcome: 11

- The following activities are designed to assist students in deciding on the materials and the notemaking style that best suits them:

a) Introduce students to:

– possible materials (pen, pencil, felt marker, steno pad, clipboard, loose-leaf or bound notebooks, index cards);

– possible styles (various divisions of the page, use of indents, use of additional signs or symbols).

Have each student select materials and a style to use for taking notes for a short time (just a day or two). At the end of the time, have them record their reactions. Then form discussion groups that include representative users of each of the possible materials and styles. Appoint recorders for each group to report on their group’s findings as to the advantages and disadvantages of each material and style. Each student can then decide which materials and styles are best for him/her. Preferred styles could be illustrated on a bulletin board or on the overhead projector.

b) Organize a class visit to a community college or university to observe the notemaking methods used and to interview students about their methods. Alternatively, a former student might be invited to the high school classroom to discuss notemaking problems.

Learning outcome: 11

Resources: 5, 31, 36

- To assist students in the development of good notemaking techniques, use the following activities to demonstrate that the two-column method of using a page has definite advantages:

a) Have the class fold a lined sheet of paper in half lengthwise. On the left-hand side, under a heading for each subject, have students record the assignments of the day from all their classes. In the right-hand column have them write additional comments, reminders of tests, special instructions, and possible questions.

b) On the left-hand side of a divided page, have students list both the good and the bad things that have happened to them over a day or a week under the headings "Rotten" and "Decent". On the right-hand side of the page, have them record their personal comments about the "rotten" or "decent" item noted. Volunteers could be asked to read from their shorthand notes.

c) As a homework assignment, have students select a thirty-minute TV program. Have them briefly record the action on the left-hand side of a page and list personal observations or criticisms on the right-hand side.

d) When students have had sufficient experience with the two-column method, discuss with them their reactions and suggestions. They should realize that notes will frequently have to be either expanded, commented upon, or reduced further, and that space must be available for this.

Learning outcomes: 1, 2, 11

Resource: 5

- To teach students competency in taking notes from straightforward lectures or speeches, obtain or prepare a tape that has three distinct sections and use the following progression of introductory activities.

a) Play the first section and, at the same time, show on the overhead projector a model page of notes on the section. Have students listen as they visually follow the model notes.

b) Supply each student with a set of fill-in-the-blank questions designed to uncover the main and supporting ideas of the second section of the tape. Play the second section. Have students fill in the blanks in the questionnaire. Play the tape again so that students can check their answers. Discuss any problems.

c) Play the third section of the tape and have students make notes without aid. Provide students with a model set of notes against which they may compare their own notes.

Learning outcomes: 1, 2, 4, 9, 11

- The following activities are designed to assist students to recognize and take advantage of organizational cues in lectures and speeches (e.g., "it is obvious that", "in summary", "firstly", "secondly", "the following examples", etc.):

a) Play a tape of a lecture or speech that contains appropriate examples of organizational cues. Begin with very short examples that have definite breaks and clearly indicated cues and increase the difficulty and length as the students gain confidence.

b) Have students note examples of "cues" used in other classes during the day to add to those with which they are already familiar.

c) Provide lectures or speeches of ever-increasing length and difficulty and have students prepare outlines of the speeches in enumerated form to ensure that they understand the developmental pattern of the speech or lecture.

Learning outcomes: 1, 2, 4, 11

- The following activities will help acquaint students with "the problem lecturer":

a) Have one student read a short remark, a limerick, or a joke while:

– chewing gum and blowing bubbles; or

– talking with a pencil or pen in the mouth; or

– turning his/her back to the audience so that the voice does not carry; or

– dropping the voice at the end of a line so that the last few words are muffled; or

– talking while pacing back and forth.

Have the class take verbatim shorthand notes of what they hear and then compare their notes. Discuss with the class the problems they encountered with the speaker and attempt to establish what the notetaker might do to overcome the difficulty.

b) Play a short tape by a speaker who wanders off topic and uses lengthy examples to explain minor points. Follow this up with a discussion of the problems encountered by the student and the need for intense concentration.

Learning outcomes: 1, 2, 6, 11

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- To teach students how to take notes at meetings, take them through a step-by-step progression. First show them a typical agenda and a typical set of minutes and then discuss the procedure and terms used.

a) Have four student volunteers play the roles of four participants in a meeting. Introduce each of the participants to the rest of the class and announce that the meeting is, for example, a subcommittee of the local board of education deciding whether or not to lengthen the school year.

– Provide each student with an agenda.

– Have students decide how they will identify each of the speakers in their notes.

– Resolve the problem of dividing the page to allow for easy recording of separate contributions.

– Decide if there are any additional problems for notemakers if they themselves were actually to participate in the meeting.

– Have the four students read from prepared scripts the discussion related to one particular item on the agenda and have the audience make notes of key points.

– Present for checking a transparency of a possible set of minutes of the situation.

– Discuss the problems of making notes of several speakers at the same time.

b) On a transparency prepare a complete set of minutes of a short meeting that dealt with a number of topics. From a prepared script have several students role-play the meeting. Have the class take notes from what they hear and then compare their version with yours.

c) Have a student volunteer to tape-record the proceedings of a student council or school club meeting. These proceedings may then be played back to the class, while the students take notes. The students may then compare their notes.

d) If possible, have students attend a meeting of their town council or school board and make notes of the proceedings. Students may compare notes at the end of the meeting and decide on a final format. When official minutes are available or a summary is reported in the newspaper, the students' notes may be checked for accuracy against the official notes. The two versions might then be displayed for the entire class to comment on.

Learning outcomes: 1, 2, 3, 4, 9, 11

Resources: 20, 36

- The following activities will provide the student with practice in notemaking in a situation in which he/she is both notemaker and participant:

a) Discuss the problems of taking notes and of actively participating in a meeting at the same time. Establish that it is possible to do both. Ensure that students:

– know how to arrange their pad or paper so that space is available for noting questions and recording statements;

– are aware of the need to restrain themselves from such intense involvement that they overlook their role as notemakers.

b) Invite a teacher from the Technical Department to answer student questions on, say, the pitfalls of buying a used car. Have students make notes. Later, have students write up their notes in finished form and submit them to the technical teacher for a reaction.

c) Arrange for a guest speaker from industry or business to defend his/her position on such issues as:

– advertising – Is it an unfair practice?

– planned obsolescence – Is it fact or fiction?

– marketing – Does the person in the middle get all the cream?

Have the class make notes on the discussion and compose a report. Send a copy of the report to the guest speaker and to the local newspaper.

Learning outcomes: 1, 2, 3, 4, 9, 11

- To provide practice in interpreting both oral and visual cues while making notes, present a slide show or invite a guest to speak on a topic involving an oral presentation and a demonstration or a film (e.g., present a local golf professional or ski instructor who might use a film or slides to enhance an oral presentation). Have students make notes of the presentation. Follow this with a discussion and select two or three of the student outlines for a bulletin-board display. The guest speaker might be sent a copy of the best outline with a letter of thanks.

Learning outcomes: 1, 2, 11

- To encourage students to use their notemaking skills to organize their thoughts before making telephone calls, have students outline the notes they would make before telephoning:

- to arrange hotel accommodation for an upcoming trip;
- to inquire about an error in their last salary cheque;
- to invite a local personnel manager to visit the school on careers day;
- to order merchandise from a catalogue.

Learning outcome: 11

- The following activities are designed to encourage students to use notemaking in situations requiring creativity:

a) Record several seemingly unrelated sounds and play them back for students (e.g., the dripping of a tap, the dialing of a telephone, the squeal of a braking truck, the ringing of a doorbell, the opening of a door, approaching footsteps, the applying of a wrench to a pipe, running water followed by a few moments' silence, receding footsteps, the opening of a door, then the closing of a door; and finally, a truck driving away). Ask students to listen carefully and make notes of what they think is happening. Each of the sounds should be related to a specific situation. Compare the aptness of the student notes. (A plumber responding to a call to fix a leaky faucet would be the obvious but least imaginative solution.)

b) Display a photograph or slide and have the class write in shorthand the action taking place. Have the students compare and justify their interpretations.

c) Have students listen to a record of a popular folk-song and then make notes of their interpretation. These interpretations could be compared and discussed.

d) Have groups of students write in shorthand a commentary to accompany a set of travel slides provided by you or the students. The finished commentary, along with the slides, could then be presented to the class. The addition of appropriate musical background could add interest. Discuss with the class the qualities they appreciated in the commentary.

Learning outcomes: 1, 2, 5, 9, 11, 13

- This activity will provide students with an opportunity to combine their notemaking skill with a facility in interpreting and questioning what is heard. Supply several short statements such as the following (to be taken down in shorthand) and ask students to write an explanation.

- “If Moses had been a committee, the Israelites would still be in Egypt.”
- “Nothing is particularly hard if you divide it into small jobs.”
- “There are mortgages on every castle in the air.”
- “There’s a close connection between getting up in the morning and getting up in the world.”
- “If you are too busy to laugh, you are too busy.”*

Learning outcomes: 1, 2, 3, 9, 11

Resource: 30



*J. Weston Walch, *100 Quickies for Business Education Classes*.

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- The following activity will encourage students to judge the reliability of information and to recognize an author's bias: Around a premise that the students strongly favour (perhaps that they should have longer vacations), present a speech that contains one-sided evidence supporting the premise. Deliberately leave out any evidence that does not support the premise. After reading the speech to the class, ask the students to note their criticisms with these questions in mind:

- Were the speaker's ideas supported soundly?
- Would the students want to hear more evidence before reaching a decision on the subject?
- How would the talk affect someone who was not in favour of the premise presented?

This activity might be concluded by directing the students to the realization that certain types of speakers use tactics of which one must be wary.

Learning outcomes: 1, 2, 3, 9, 11

Resources: 10, 11, 23

- At times, students may encounter situations in which they are expected to take notes while watching a visual presentation – slides, filmstrips, films, or videotapes. Such notemaking must be continuous, since the equipment used can be neither slowed to match student speed nor stopped entirely. The following activities will help students to develop skill in this area:
 - a) Discuss with students the types of problems that might arise with:
 - a darkened room,
 - sound accompanying the movie which interferes with the commentary,
 - speed of scene changes,
 - identification of speakers,
 - credits to be noted.
 - b) Show a film or videotape and use the following progression:
 - Have students make notes, but stop the presentation frequently so that students may “catch up”.
 - Replay the film or videotape so that students may double-check their notes.
 - Have students check their notes against an outline you have prepared and/or against the notes that accompany the film or videotape.
 - As students gain confidence and skill, increase the complexity of the content of the films or videotapes and run them without interruption.

– When skill is established, change the assignment so that in addition to reporting on an audio-visual presentation, they might make notes in anticipation of an assignment requiring them to criticize the presentation.

– An additional application might involve notemaking from a TV program as a homework task.

Learning outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11

- A properly conducted interview can provide as much useful information as any other form of resource material. Interviews should be carefully planned in advance, with key questions that should be asked and developed throughout the interview noted. The following activities are suggested to provide a variety of opportunities for making notes during interviews:

a) Have students suggest a person associated with the school, such as the principal, and decide what they would like to know about his/her function or about a current school issue. The interview could be handled by one or two students or as a press conference in which all students might participate.

– Have students develop appropriate key questions in shorthand.

– Invite the person to the class.

– Hold the interview.

– Have the students take notes and prepare their outlines.

– Send a sample of the finished write-up to the person interviewed and invite his/her reaction.

b) Go through the same procedure with an outside speaker – perhaps a local political figure.

c) Set up an interview for the school newspaper with a school personality, such as the student council president, a winner in the public-speaking contest, or the lead in the school play. Students could prepare an article for publication from their notes.

d) Provide two students with a portable cassette recorder and have them interview other students from a prearranged set of questions on an issue of concern in the school (e.g., the change-over to compulsory exams). Later, play the tape and have the class make notes. A completed report could be prepared to keep the principal informed of student reaction to the issue.

Learning outcomes: 1, 2, 3, 9, 11

Developing Study Skills

- The following activities are designed to assist students in discovering the value of good study skills and in selecting the method most suited to them:

a) Conduct a general discussion (or separate discussions) on the following topics:

- methods of taking notes – advantages and disadvantages of verbatim and summary recording,
- the advantages and disadvantages of transcribing notes for study as opposed to leaving them in shorthand form,
- steps to follow in reviewing notes,
- methods of storing notes,
- how best to prepare for tests and exams.

b) Before each test, permit class time for students to study in various ways so that they can decide for themselves which is best:

- to study with a “buddy”,
- to study with a group,
- to study with music in the background,
- to study with a tape recorder,
- to study from transcribed notes,
- to study from untranscribed notes.

Discuss student reactions to the study method after the test.

c) Discuss the various methods by which information is presented to students in school, the advantages and disadvantages of each, and the methods that students favour and why. Invite a teacher from another discipline (preferably English) to join the discussion.

d) If you have access to one, show a film on the techniques of good study habits.

e) Periodically, ask students to list problems that they have encountered in studying for a particular assignment. Among the factors that could be included are the accessibility of reference materials, notemaking, scheduling of time for study and research, understanding the purpose of questions or assignments, use of reference materials, and the clarity of the assignment. Discuss the problems with the students in an attempt to solve them.

Learning outcomes: 1, 2, 11

Resources: 1, 5, 27, 31

- Students may need assistance in dealing with examinations and tests. The following activities will be helpful in this regard:

a) To lead students to the realization that time management and careful reading of instructions are essential to successful examination writing, provide them with a copy of an examination paper from another discipline and a set of questions based on the paper. These questions might include:

- What is each question worth?
- How many questions are there?
- How many questions should be answered?
- How much time would you allot to each question?
- What are the key words used to launch each question?
- What is expected of you in response to each key word?
- Are marks deducted for errors in spelling and grammar?
- Are full sentences or point-form answers required?
- Must you follow the order shown?
- Is an outline needed for the very short questions as well as for the longer ones?

b) Provide students with a sheet that gives them examples of each type of objective test question – true/false, fill-in-the-blanks, multiple-choice, and completion. Leave room under each section for the students to add notes. Discuss each type of question and its attendant problems and ensure that students note such essentials as:

- the need for careful reading of instructions;
- time management;
- the importance of answering easy questions first;
- not changing any answers unless further information becomes available.

Learning outcomes: 1, 2, 8, 9, 11

Resources: 5, 31

Objectives

The activities in this part are designed to help students acquire skill and develop confidence in making and using notes in situations that require a combination of listening, observing, and reading. The final product may be in a form useful only to the students or in a finished form appropriate for transmitting their thoughts to others. The project suggestions involve such specific and valuable techniques as report and essay writing, article preparation, letter writing, speech preparation, the writing up of minutes, and the preparation of scripts.

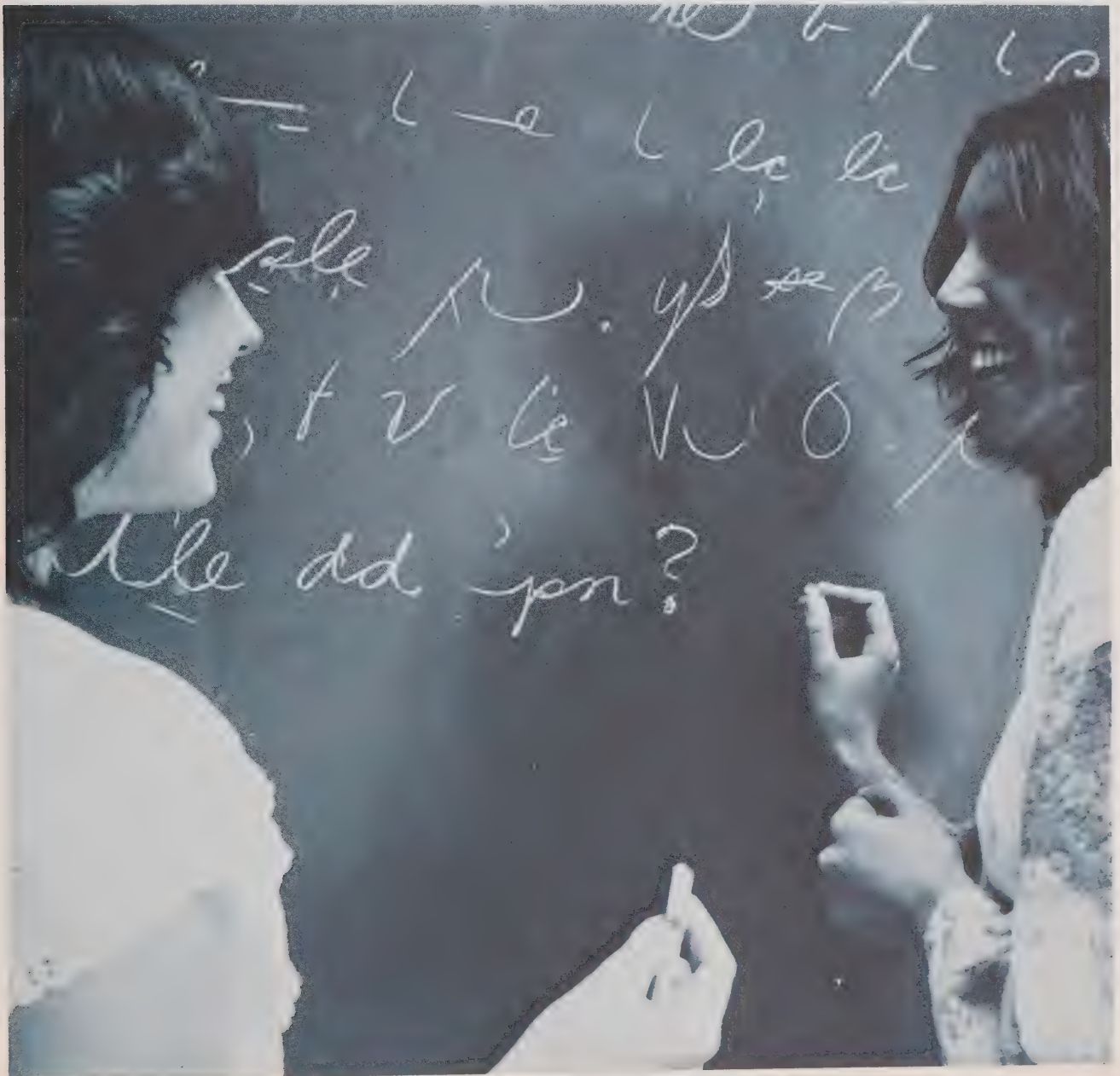
It is assumed that by the time the student is ready to embark on projects of the kind contained in this part, instruction will have been received in such areas as approved styles of essay preparation, presentation of minutes, and prompt cards for oral presentations.

Letters

- The students should be encouraged to decide for themselves the letter and punctuation style that will best suit their particular needs. Illustrate the three basic letter styles and punctuation styles through the use of a set of typing texts, duplicated examples, or a display on the overhead projector. The advantages and disadvantages of each letter style could be brought out through class discussion, and the students could decide which one is most suitable to his/her needs. Each student may then make a model of his/her preferred letter, which could be retained for future use.

Learning outcome: 3

Resources: 6, 25, 36



-
- Before they create their own letters, students should be aware of the need to use language that is simple and familiar. Make up a few letters that deliberately include formal vocabulary, slang, colloquialisms, and so on, and have students locate and rewrite the inappropriate expressions.

Learning outcomes: 1, 2, 7

Resource: 36

- To provide practice in letter-writing, have the students write letters to suit the following situations, using the techniques appropriate to letters of request:
 - a) They want their MPP or MLA to take action on violations of pollution standards by a local industry.
 - b) They want their MPP to take action on the speed limit on a stretch of highway leading into your city.
 - c) They need information for a project, such as the process of winemaking – from grape to bottle. (Students must come up with a name and address.)
 - d) Have them invite someone to speak to the class. (Discuss with the class the possibilities of inviting guest speakers to class to discuss some topic or other. Have each student write a letter when the decision has been made. Mail the letter that the class agrees is the best.)
 - e) Have them each write a letter to the editor of the local newspaper regarding a local issue – either one that upsets them or one that pleases them. For example:
 - Football should be banned in high schools.
 - Stores should be open on Sundays.
 - A dress code is needed in schools.
 - Boys should not have to pay higher premiums for car insurance than do girls.
 - How to improve your county's, town's, village's image.
 - Schools do too much.

Learning outcomes: 1, 2, 3, 13

Resources: 16, 22, 34

- Everyone at some point must write an application letter for a job or for continuing education. When the techniques of preparing applications and data sheets have been studied, students may be given the following situations to deal with so that they may become aware of the type of letter needed and the etiquette involved:

a) If students are continuing with their education, have them apply for entry to a university, community college, trade school, or apprenticeship program. If an application form is available from Student Services, have students complete it also.

b) Students continuing their formal education are frequently unaware of the availability of loans, grants, bursaries, and scholarships. Have them explore university and college catalogues and write an application letter for a scholarship that appeals to them and for which they feel qualified.

c) If students are sure they are going to be looking for employment, have them write application letters in response to an appealing newspaper advertisement.

d) Make the assumption that job interviews have taken place as a result of the application in (c). Have the students write follow-up letters.

e) The students have won the jobs they applied for. Have each student write a letter of acceptance.

f) The students have, with your permission, used your name as a reference. Have each student write a letter to you thanking you for your support.

g) After a period of time, the students wish to leave their jobs. Have each student prepare a letter of resignation.

Learning outcome: 13

Resources: 6, 36

- Students should know how to write effective complaint letters if they are to be efficient consumers. After the features of the complaint letter have been presented, students may work singly or in pairs to produce letters covering the following situations. Have half the class deal with them humorously and the other half formally.

a) They ordered an item three weeks ago and it has not arrived.

b) They bought an expensive item. When it arrived, it was soiled on one side.

c) A piece of clothing they ordered arrived the day after they wanted to wear it.

d) A computer error has caused them to be billed twice for their copy of *Saturday Night*. They have now received a letter from the publisher stating that their subscription is being discontinued. Have them reply.

Discuss the letters and debate the effectiveness of the humorous and formal approaches.

Learning outcome: 13

Resource: 36



- Find out from the class a recent actual situation in which a student has bought an unsatisfactory product or been badly served or unjustly treated (and there always is one). Discuss with the class the facts and the best way of handling the complaint, and have the students, individually or in pairs, write a complaint letter. Go over all the letters with the class and have them select the one they feel most likely to be effective and actually mail it. Await results. (If no real-life situation presents itself, have students review TV commercials or printed advertisements and decide on one that they believe is misleading or offensive and complain about it.)

Learning outcomes: 1, 2, 9

- Someone has written a letter to the editor of your newspaper complaining about young people. The writer's complaint is that her lawn has been littered by lunch wrappings and cigarette boxes and butts left there by students of a neighbouring school. The writer also objects to students speeding in their cars and on their motor bikes past her home. Have your students write a letter to the editor defending the students.

Learning outcomes: 1, 2, 9

- Many students are unaware of the need to write letters in certain situations. Discuss with your class what could or should be done in a written form in each of the following situations and have them do it:

a) It is December 28, and you have just used the \$25.00 you received from Uncle Jim in Vancouver to get a new ski jacket.

b) You've just arrived home from hospital after a minor operation. While you were there, your tennis club, hockey team, or golf club sent you a huge box of chocolates.

c) A representative of the forensic lab visited your law class yesterday and gave an excellent talk on the procedure used in autopsies. You thoroughly enjoyed it.

d) You have just returned from a student exchange trip to your twin school where you spent two nights in the home of a most hospitable family.

e) One of your classmates – a reasonably good friend – was killed last weekend in a motorcycle accident. You have met the victim's parents on a number of occasions.

f) You were in a restaurant last night for dinner and the service you received was outstanding. The waitress was so pleasant and efficient that you feel the situation should be made known to someone in a superior position in the restaurant.

g) A friend of yours from Sudbury, where you used to live, won a silver medal in an all-Ontario swim meet. You haven't seen this friend for two years and you found out about the win through the newspaper.

Learning outcome: 13

Resource: 36

Written Reports

The report-writing activities suggested earlier in this document require students to obtain information from various sources and then to present it in their own words. The more advanced report-writing activities suggested here are designed to lead students (a) to research problem situations and then to develop solutions to those problems; (b) to have the student react critically to a given situation; and (c) to ask the student to produce a report when none of the conventional sources of information is available.

- Have students write reports on problems that demand solutions, such as:
 - a) how other schools solve the problem of keeping the cafeteria tidy;
 - b) how local residents' property taxes might be cut without loss of services;
 - c) alternative forms of education for the next century.*Learning outcomes:* 1, 2, 3, 4, 9, 10, 11, 13
Resource: 35
- Have students write reports that demand criticism of the material. Using professional criticisms from newspapers as examples, review the techniques of critical review writing and then have students use their shorthand skills to produce a finished review on the following situations:
 - a) one of your own lessons;
 - b) any musical recording that students as a whole decide on, then any musical recording that you decide on;
 - c) a short story from a current magazine;
 - d) one particular painting hanging in your school, or a "masterpiece";
 - e) an advertising piece;
 - f) a display of student work somewhere in the school.*Learning outcomes:* 1, 2, 3, 4, 9, 10, 11, 13
Resource: 35
- Have the students write reports that demand the use of non-conventional resource material. Prepare a list of such out-of-the-ordinary occupations as those given below and have students select one to research and report on. Inform students that they must cite authorities for their information just as they would for any other written report.

- worm picker
- carnival barker
- croupier
- belly dancer
- bush pilot
- pianist

Learning outcomes: 1, 2, 3, 4, 9, 10, 11, 13

Resource: 35

Articles and News Releases

Journalistic assignments are useful to the notemaking class for the following reasons:

1. Students may be interested in becoming free-lance writers.
2. Students should know how to adapt the language level of their communication to that of their audience.
3. Students will gain experience in using notemaking skills when doing research.

- Before giving any writing assignments, have the students attempt to:
 - a) construct a profile of the readership of any three available newspapers by comparing the type of
 - language used,
 - news reported,
 - advertising used;
 - b) arrive at a working definition for a
 - feature article,
 - editorial,
 - news feature;
 - c) find out the form in which newspapers prefer to have articles submitted.

Learning outcomes: 7, 9, 10

Resource: 35

- Have the students choose to write either a feature article or a news feature written as a press release for a paper in which they would like to have their work printed. Let them then select a topic from the list below (or decide on a newsworthy school event) and produce the article or press release in the preferred form. They should then submit it to the paper for publication. Topics could include:
 - a) the career of
 - Abby Hoffman
 - Ned Hanlan
 - Marilyn Bell
 - Foster Hewitt
 - Cindy Nicholas
 - Amelia Earhart
 - b) Toronto, Montreal, Winnipeg, or Vancouver as a place to live
 - c) the history of your school or town or city (or an interesting structure)

You might establish a rapport with the local paper so that the editor is receptive to the idea of accepting student submissions (e.g., a corner of the paper could be reserved for the notemaking class).

Learning outcomes: 7, 9, 10, 13

Resource: 35

Meetings

Students should be encouraged to apply their notemaking skills to a variety of situations involving meetings. The following composite activity is designed to involve students in all aspects of a meeting (e.g., planning, participating, and decision-making).

- Provide students with a contentious issue, such as a plan to establish an outlet in your town that would draw young students across a busy street (e.g., a pinball outlet, a pool hall, or a fast-food chain). Because the reaction of the citizens of the town has been mixed, a meeting must be organized. Have your students plan the entire exercise. They must:

- decide on a meeting time, place, and date;
- announce the meeting;
- plan an agenda.

a) Assign individuals to all or some of the following roles. (The attitudes of some of the following will be ambivalent.) The students assigned to the roles must prepare their scripts according to the biases indicated.

- i) The *mayor* is influenced by the promise made by the new business to donate some land for a public park, as well as by his/her responsibility to represent all of the people.
- ii) *Parents* are concerned about their children's safety, but are also aware of the advantages offered by a new business of a broader tax base and increased employment.
- iii) The *landlord* is interested in the rental income, but has a small child of his/her own to worry about.
- iv) The *operator of the business* is concerned chiefly with profit, yet is willing to take his/her business to the next town if pushed too hard.

- v) Representatives of the local *churches* are concerned with the moral implications.
 - vi) The *police* are concerned with the influence of the outlet on young people.
 - vii) The local *school principal* does not want to have students wasting valuable time.
 - viii) The *student council representatives* are aware of their responsibility to parents and the principal, but are not anxious to lose student favour through an unpopular vote.
 - ix) The *students* badly want the new recreation and meeting place.
 - x) The *press* want to give all sides fair coverage, but are aware that the new business could be an important advertiser.
- b) Assign a chairperson to conduct the meeting.
- c) Arrange for press coverage. (Those students not directly involved will make notes.)
- d) During the meeting, the chairperson must exercise his/her authority to see that all participants have an equal opportunity to be heard. At the end, a vote may be taken by polling the student notetakers.
- e) Other meeting situations of this type could be built around:
- a mock court case,
 - a social committee meeting at which a school dance is planned,
 - a town meeting to discuss the theme and floats for the Santa Claus Parade,
 - a staff meeting at which the discipline procedure in a brand-new school to be built in the area will be decided.
- Learning outcomes:* 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13



Oral and Written Presentations

Frequently, people must persuade others to adopt their viewpoint. They might use either an oral or a written form, or both. The following activity is designed to show students how to do this. To succeed, students must use persuasive techniques, oral and written communication skills, ingenuity and resourcefulness, and research skills.

- List the following possible student money-making activities. Have students form themselves into groups, with each group selecting one activity.

- snow-removing
- window-cleaning
- gardening
- playing records for dances
- duplicating
- hairdressing in a hospital or senior citizens' home
- rug-cleaning
- stenography

Since each project requires an outlay of capital, the group is responsible for:

- deciding on the best equipment for the job, its costs, and the reason for the selection;
- the charge for the service to be provided and a justification (e.g., the charge is ten cents lower than the competition's);
- an estimate of the potential market.

Tell the students that the class as a whole has at its disposal an imaginary \$500, which will be awarded to the group making the most convincing presentation. Each group must be prepared to answer questions and to defend the information it presents. It should also provide the rest of the class with either a duplicated copy of its report or an outline of it. As the presentation is made, have students make notes to form the basis for the ensuing discussion and final selection.

In a follow-up discussion on persuasive techniques, have students comment on what influenced their final decision. Was it a well-written report? Was it a persuasive speaker? Was it the greatest likelihood of profit? Was it a good visual display?

Learning outcomes: 11, 12, 13

Scripts

The techniques of script-writing may be applied in a variety of circumstances. The two used here will provide students with experience in preparing and delivering a commentary (a fashion show) and in producing scripts that are designed to persuade (radio and TV advertising).

- Organize the students into groups and have each group plan a fashion show – but not a conventional one. For example, a group of students interested in physical education could model the latest clothing styles for football, baseball, soccer, tennis, golf, skiing, or volleyball. Other groups might demonstrate how to convert items in an existing wardrobe into a cross-country ski outfit without spending a cent, or how to recycle old sweaters.

The students should arrange for the models and outfits and should prepare the commentary and the advertising. After the class presentation, the fashion show could become part of an “open house” at the school, or it could perhaps be staged at lunch hour in the cafeteria. Invite a member of the local press to cover the fashion show.

Learning outcomes: 12, 13

- The following activities will encourage skill development in writing material to be presented over a P.A. system or on radio or TV. Before students attempt the project suggested in (e) below, have them work through the progression of easier activities provided in (a) to (d).
 - a) Provide the class with a selection of announcements that have been read recently over the P.A. system. Have the students react to and, if necessary, rewrite the announcements to make them more exciting. Have students read both the original versions and the improved versions to the class. Discuss the devices that attract attention.
 - b) Obtain a group of announcements before they are read and have the class polish them and volunteer to read them over the P.A. system.
 - c) Obtain a list of upcoming school events and have students prepare commercials to publicize them.
 - d) Organize the class into groups and provide each group with a list of products or topics (e.g., nuts or personal-use shorthand) for a radio or TV commercial. The finished commercial might be shown to a panel of judges (e.g., teachers, other students, principal, vice-principal) who would be responsible for selecting the best one.
 - e) Have students invent an imaginary product or use an existing product and develop a TV commercial to advertise it. The commercial would involve the writing of a script, the preparation of suitable visuals, obtaining suitable musical accompaniment, and making a presentation to the local TV station (role-playing before the class).

Learning outcomes: 12, 13

Yearbook

- Produce a class yearbook in newspaper form as a practical review of all the work covered in the course and as a memento of the year. Both you and your students should prepare for this activity from the beginning of the year by collecting interesting ideas and by recording events, winners of contests, and items of interest.

Near the end of the year, instruct the students in the preparation of spirit masters, the use of colour masters, and the operation of the spirit duplicator.

Each student should prepare in shorthand and submit for duplicating at least one item for the paper. Among the items that could be included are:

- postcards received from students on vacation
- cartoons
- news items
- names, addresses, and phone numbers of the shorthand class
- profiles on each class member
- jokes, games, and crosswords
- limericks
- examples of the best assignments
- winning teams
- an honour roll commending best speaker, best news reporter, etc.
- winners of contests
- cover design in shorthand
- an autograph corner

An editor and a printer could be appointed to organize the activity.

Learning outcome: 13

The occasional game can stimulate and motivate both student and teacher as well as incorporate creativeness into the daily routine of the personal-use shorthand class. Games may be used to warm up or wind up, to review lessons, to increase vocabulary, and to improve the speed and accuracy of written shorthand and transcription.

In addition to the specific games noted here, you might also use crossword puzzles, bingo, bowling, horoscopes, treasure hunts, and shorthand scrabble.

Limerick Relay

In preparation for the relay, prepare an overhead transparency or duplicate several examples of limericks written in shorthand for students to read aloud. Explain the rhyming pattern.

Dictate a limerick for students to write and transcribe.

Form groups of four for the relay. Give the first student of the group an opening line for a limerick, written in shorthand, and have him/her write, in shorthand, the second line. The paper is then passed to the next member of the group for the third line, and this is repeated until the limerick is complete. The first team finished wins. The winning limerick should be read aloud or displayed on the bulletin board.

Fish

To provide practice in communication, provide a fish bowl of problems for students to solve. Working in pairs with a five-minute time limit, students must draw a situation from the bowl and choose an appropriate solution (e.g., write a letter, place a telephone call, speak to the manager).

The solution agreed upon by the pair should be written in shorthand and both students must be prepared to read it if called upon. They must also be able to justify their solution as the best possible one.

Situations could include: the invitation of a guest speaker to the school; a complaint about a \$125 bill received in the mail for an item neither purchased nor received; an inquiry about transporting a student to Tobermory; a request for a soil analysis so that the soil can be fertilized for vegetable growing.

Alphabetical-List Game

Have students write the alphabet down the left-hand side of a sheet of paper. Beside each letter, they should be instructed to write the shorthand outline for a word beginning with that letter of the alphabet in a given category. Categories could be: geographical locations, musical instruments or groups, words used in sports, first names, items found in a supermarket, famous people (first or last names), brand names, dogs' names, etc. Provide a time limit of several minutes. The winner is the first person to get one acceptable word for each letter or the student with the most correct answers in a given time. Selected students could dictate their responses for the rest of the class to write in shorthand.

Checkers With a Difference

Duplicate standard checkerboards having each of the sixty-four squares with sides of at least 2 cm. Provide twelve markers or checkers for each player. The game is played like regular checkers.

Either the teacher or pairs of students can prepare the reusable checkerboard using one of the following themes for each square:

1. *Punctuation.* Write in shorthand a sentence to be punctuated by the player as he/she lands on the square. To play the game, students place markers and play in the regular fashion; however, before a player may land on a new square, he/she must correctly punctuate the sentence written on it. Incorrect punctuation results in a lost turn.
2. *Abbreviations and derivatives.* Write in shorthand the abbreviations or derivatives to be reviewed. To advance, the player must correctly read and spell all possible transcriptions of the outline.
3. *Vocabulary.* Write the new vocabulary words of the week in shorthand in the squares. Before advancing to a square, players must read, spell, and define the word in the square or use it correctly in a sentence. The dictionary should be used to check doubtful answers.
4. *Spelling.* Write, in shorthand, words which are commonly misspelled. To land on a square, a player must correctly spell the word.
5. *Homonyms or similar words.* Write in each square words written the same way in shorthand but spelled differently when transcribed (e.g., "write", "rite", "right"). Students must spell all forms of the word to advance.
6. *Specialized vocabulary.* Geographic names or scientific, medical, sports, or technical terms may be used. Each square contains words from a particular area. Students must correctly spell all words to advance. This would be an excellent review of words collected on a miniature field trip to other areas of the school.
7. *Theory and vocabulary builder.* New words based on the theory studied can be written in the squares. Students must correctly write in shorthand each new word to advance. It would probably be wise for the creator to include a master board with answers to check accuracy at the end of the game.
8. *Turn-around.* The longhand for words that are difficult or for new vocabulary could be written in the squares. The players must then write the shorthand on a second playing board before moving. If this is completed neatly and accurately, the players will have produced a new playing board for other students to use.

9. *Blank checkerboard.* Do not write anything on the board in advance. Players try to stump their opponents by dictating a word from the lesson, which must be correctly written in a square before the player can advance. The shorthand text may be used by the person dictating, but not by the player who wishes to advance.

Rhyming Ping Pong

This is a good way to encourage students to write, in shorthand, words not previously studied, as well as to practise word endings.

The first player serves by writing in shorthand in his/her notebook a word previously studied. The second player responds by writing in shorthand a rhyming word. This volley continues until one player writes an incorrect outline or cannot respond, in which case a point is awarded to the other player.

Each player gets five serves before relinquishing the serve. Twenty-one points completes a game or, if time is called, the player with the most points wins.

Card Games

Card games have many applications in the personal-use shorthand class for the development of shorthand skill, spelling, grammar, punctuation, and vocabulary. For example, the game of concentration may be used to build retention and recognition skills:

Have student groups prepare a deck of playing cards by writing a shorthand outline in the upper left-hand corner of each card as close to the edge as possible. The card is then rotated and the same word written at the other end. Decks may also use categories such as pairs of antonyms, homonyms, synonyms, a difficult vocabulary outline and its transcription, and so on. To play the game, all cards are turned face down, and small groups of students take turns turning over two cards to try to make pairs. The player with the most pairs wins. The winners from each group could form a group for the next round.

Can You Top This?

To increase speed in reading, writing, or transcribing shorthand, use an exercise such as "partners' races".

Have students form pairs. The student who first completes the assignment taps his/her opponent's shoulder to stop him/her, and the work is then checked. The game should consist of an odd number of races so that the winner can be determined by calculating the number of wins (e.g., three out of five).

Races for beginners could include shorthand outline lists to be read aloud, shorthand outlines to be transcribed, longhand lists to be written in shorthand, sentences from the text to be dictated and written in shorthand, or sentences to be transcribed from the outlines in the text.

Races for advanced students could range from simple sentences to several paragraphs.

The use of one or more tape recorders would allow the teacher to provide materials at varying speeds. If this method is used, it is particularly important that the ability of the members of the pairs be closely matched.

Tag-A-Thon

To encourage and check the completion of homework assignments, set aside three to five minutes at the beginning of each period for the following game. Select several sentences from the text assignment, dictate them ten words per minute slower than the slowest student in the class can write them, and have the students write the sentences in shorthand, transcribe them, and turn them in when completed or when the time is up.

At the end of the week, the student with the most points wins. The winner could be assigned the role of teacher for the following week. It is then his/her responsibility to select and dictate the sentences for the week. If a student is thus chosen to dictate the material, you may assume the role of player and participate with the class.

During the play, watch the students write their outlines and tag a student for an incorrectly written outline. This student must then circulate until another offender is found. Time lost by being tagged cannot be regained. Students who have not done their homework will be quickly tagged.

At the end of the time limit, the shorthand and transcription should be displayed for students to check their own work. Award two points per line for both the shorthand and the longhand versions. Subtract one point for each error, but no more than two per line.

Baseball

A baseball game may replace the usual review for a test. Designate four areas to represent first base, second base, third base, and home plate.

Have students form two teams. The pitcher's team uses open texts; the batter's team must write on the board from memory the word dictated by the pitcher. A time limit could be set. A correct answer advances the batter one base. If there is another player there, the first player moves to second base, and so on. The umpire (you or a pair of students) will judge correctness if discrepancies occur. When one batter either takes a base or strikes out, a new pair consisting of pitcher and batter plays. The team with the most runs wins.

The pitcher may challenge the batter to use the word in a sentence as an additional requirement.

Shorthand Bee

Divide students into teams and number each team. In the order of an old-fashioned spelling bee, call out a word and have the first member from each odd-numbered team write the word dictated and its transcription on the chalkboard. Only one try is permitted. If the player succeeds, one point is earned for the team, and a member from the other team goes up to the board. If the player is challenged, the other team gets a chance to correct the outline and to take their turn as well. The team with the most points wins.

Hangman

Hangman can be played by pairs of students. While the purpose of the game is to develop skill in transcription or in writing shorthand outlines, it is especially good for practising abbreviations. Have one student dictate a word while the other responds by writing the word in shorthand. Each incorrect outline causes a part of the body to be added to the gallows. Five misses and the player is hanged. Players change places after a certain number of words or immediately after one member is "hanged".

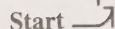
Ring the Bell

To improve reading skills, small teams of equal numbers of students are seated in a semi-circle facing the overhead screen and within reach of a bell. Flash a word, phrase, or sentence on the screen and turn off the machine or cover the transparency at the sound of the bell. The first team to ring the bell calls out the word, phrase, or sentence read. The other team may challenge. If it does, the transparency is shown again. A correct answer earns one point. An appropriate challenge and correction earns two points. Write-on slides and a slide projector can increase the speed of the game.

Master Mind

Master Mind can be adapted to provide practice in writing difficult shorthand outlines or words that students find difficult to spell. Use a chart to record answers. Either you or the students select words to replace the colours in the commercial game. In pairs, students take turns setting the code and solving the puzzle. This is an excellent activity for a rainy Friday afternoon or when students have finished their assignments earlier than the rest of the class.

Construct a maze, making squares of approximately 2 cm², or large enough for students to fill in shorthand outlines. Selected squares could be filled in to add interest (e.g., advance two if you can name three adjectives to describe water; go back to the beginning if you cannot give two synonyms for “boat”; take another turn; have your opponent spell a difficult word, and, if your opponent succeeds, he/she advances five, but if your opponent fails, you advance five).



To play the game, a student throws a die and moves forward the stated number of spaces. If the square is printed, the player follows the direction given. If blank, the player draws a card from the deck and writes the word in shorthand in the square. Only one try is permitted. Opponents may challenge, and the shorthand text and dictionary are used to check when there is doubt about an answer. Play continues until one player reaches the end of the maze.

Divide the class up into teams of equal size, and have the first member of each team go up to the board. Dictate a sentence, a number of abbreviations or short forms, phrases, or a short passage. The student at the board will write the dictation on the board and all other members of the class will take the dictation into their notebooks. At the end of the dictation, start the timing clock and permit sixty seconds for corrections. Any (or all) members of the team should quickly go to the board and correct (if necessary) the dictation written by the first team member. When the time is up, the teacher should quickly check each team's chalkboard effort and give points to the team(s) having perfect work. Repeat the activity until all members of the team have had a chance to write on the board. Tally up the points and declare the winning team. (The amount of time for corrections may, of course, be lengthened or shortened depending on the skill level of the class.)

- a) To encourage students to work immediately after entering the class, the in-basket technique is effective: Have a quantity of short assignments on separate sheets of paper, which students pick up as they enter the room.
- b) To encourage sharing and co-operation, make frequent use of activities.
- c) To capitalize on students' interests involve them in the decision-making and project design, whenever possible.
- d) To ensure a feeling of individual success, select period-end assignments that give the student a feeling of accomplishment.
- e) To improve students' proofreading, have a contest: Reward a student who can bring in the most examples of typing, spelling, or language errors found in newspapers or correspondence at home.
- f) To develop students' ability to read shorthand as fluently as the printed word, both you and your students can share the responsibility of maintaining a collection of interesting comments, news items, and displays in shorthand on the bulletin board. Daily updates stimulate interest.
- g) To help students who have been absent to catch up, have others in the class look after the task of passing on instruction. Create a buddy system.
- h) Dictate tests and instructions as much as possible.
- i) To encourage careful editing, allow students to make two submissions of major assignments. On the first marking, pinpoint but do not correct grammar, spelling, and content errors. The final presentation should be heavily penalized for errors.
- j) Permit students to "buy back" marks deducted for poor spelling by learning the problem words and satisfactorily spelling them at a later date.
- k) Make frequent use of a variety of resources and teaching techniques – audio-visual materials, debates, case studies, guest speakers, student teachers, role-playing, simulations, panel discussions, and work in groups and pairs.

The following are suggested sources of support materials to assist you in presenting the activities described in this document. Specific audio-visual materials are not included, because in most cases almost any audio-visual item from any subject area would be satisfactory and the availability of such materials would vary widely from place to place.

1. Allan, Colin. *Take Note in PitmanScript*. Toronto: Pitman Publishing Company, 1973.
2. Brendel, L.A., and Leffingwell, E. *English Usage Drills and Exercises: Programmed for the Typewriter*. New York: McGraw-Hill Book Company, 1968.
3. Brendel, L.A., and Near, D. *Punctuation Drills and Exercises: Programmed for the Typewriter*. New York: McGraw-Hill Book Company, 1969.
4. ———. *Spelling Drills and Exercises: Programmed for the Typewriter*. New York: McGraw-Hill Book Company, 1964.
5. Brown, Diane. *Notemaking*. Toronto: Gage Educational Publishing, 1977.
6. Butchart, B.M.; Strike, K.A.; and Dashwood-Jones, D. *Business Writing: Letters*. Toronto: Gage Educational Publishing, 1970.
7. Dostal, June. *150 Activities for Business Education Classes*. Portland, Maine: J. Weston Walch, 1975.
8. Freuhling, Rosemary T., and Bouchard, Sharon. *Business Correspondence /30*. New York: Gregg Division, McGraw-Hill Book Company, 1971.
9. Hodgins, Marion Good. *You Can Spell*. Toronto: McGraw-Hill Ryerson, 1968.
10. Kindre, Wallace. *Develop Your Speed Reading Power*. Toronto: Forum House Publishing Company, 1969.
11. Leslie, Louis A.; Zoubec, C.E.; Poe, R.W.; and Deese, J. *Gregg Notehand*. New York: McGraw-Hill Book Company, 1968.
12. Livesey, Robert, and Archer, Bruce. *Incentives*. Don Mills, Ont.: Longman Canada, 1970.
13. Michulka, Jean M. *Let's Talk Business*. Cincinnati: South-Western Publishing Co., 1978.
14. Miller, Mary Anne, and Miller, James. *Improving Language Skills at the Typewriter*. Toronto: Pitman Publishing Company, 1977.
15. ———. *Improving Spelling Skills at the Typewriter*. Toronto: Pitman Publishing Company, 1977.
16. Nichols, Ralph G., and Stevens, Leonard A. *Are You Listening?* New York: McGraw-Hill Book Company, 1957.
17. Perigoe, J. Rea, and Perigoe, Lillian. *Message and Meaning*. Scarborough, Ont.: Prentice-Hall of Canada, 1974.
18. Perkins, W. E. *Punctuation: A Programmed Approach*. Cincinnati: South-Western Publishing Co., 1972.
19. Plattor, Emma, and Drysdale, Patrick. *WEP: A Handbook for Writing, Editing, and Polishing*. Toronto: Gage Educational Publishing, 1975.
20. Sabin, William A. *Reference Manual for Secretaries and Typists*. Canadian ed. Toronto: McGraw-Hill Ryerson, 1970.
21. Sathré, Freda S.; Olson, Ray W.; and Whitney, Clarissa I. *Let's Talk: An Introduction to Interpersonal Communication*. Glenview, Ill.: Scott, Foresman and Company, 1977.
22. Schachter, Norman, and Elliott, Madelaine. *English the Easy Way*. Toronto: Gage Educational Publishing, 1976.
23. Schapiro, J. *Building Critical Reading Skills*. New York: Scholastic Book Services, 1976.
24. ———. *Building Dictionary Skills*. New York: Scholastic Book Services, 1976.
25. Scherer, Avaneil. *Office Procedures: A Project Approach*. Toronto: McGraw-Hill Ryerson, 1976.
26. Scholastic Search Magazine (eds.). *Critical Thinking Skills*. New York: Scholastic Book Services, 1976.
27. Smith, Emily D. *PitmanScript Handbook*. Toronto: Pitman Publishing Company, 1971.
28. Stewart, Marie M.; Lanham, F.W.; and Zimmer, K. *Business English and Communication*. Canadian ed. Toronto: McGraw-Hill Ryerson, 1967.
29. Strike, K.A., and Dashwood-Jones, D. *Business Writing: Reports*. Toronto: Gage Educational Publishing, 1970.
30. Walch, J. Weston. *100 Quickies for Business Education Classes*. Portland, Maine: J. Weston Walch, 1972.
31. Weber, Gloria Hansen; Forkner, Jr., Hamden L.; and Weber, Edwin J. *Notetaking & Study Skills*. Ridgewood, N.J.: Forkner Publishing Corporation, 1977.
32. ———. *Student Handbook for Notetaking & Study Skills*. Ridgewood, N.J.: Forkner Publishing Corporation, 1977.
33. Westgate, Douglas G. *Office Procedures 2000*. Toronto: Gage Educational Publishing, 1977.
34. Whitney, Clarissa I.; Sathré, Freda S.; and Olson, Roy W. *Activities Supplement for Let's Talk: An Introduction to Interpersonal Communication*. 2nd ed. Glenview, Ill.: Scott Foresman and Company, 1977.

35. Periodicals and newspapers:

- *Consumer's Report*
- *Memo* (Pitman)
- *Monthly Letter* (Royal Bank)
- *Newsfile* (Gage)
- *Newsweek*
- *Reader's Digest*
- *Time*
- *Today's Secretary* (McGraw-Hill)
- *Canadian Geographic*
- *Macleans*
- *Financial Post*
- *Canada Crafts*
- *Harrowsmith*

36. Textbooks listed in *Circular 14*

The following books and materials were referred to in the compilation of this document:

Brown, Diane. *Notemaking*. Toronto: Gage Educational Publishing, 1977.

Dostal, June. *150 Activities for Business Education Classes*. Portland, Maine: J. Weston Walch, 1975.

Gunning, Robert. *How to Take the Fog Out of Writing*. Chicago: The Dartnell Corporation, 1964.

Leslie, Louis A.; Zoubec, C.E.; Poe, R.W.; and Deese, J. *Gregg Notehand*. Toronto: McGraw-Hill Book Company, 1968.

Livesey, Robert, and Archer, Bruce. *Incentives*. Don Mills, Ont.: Longman Canada, 1970.

Nichols, Ralph G., and Stevens, Leonard A. *Are You Listening?* New York: McGraw-Hill Book Company, 1957.

Ontario Ministry of Education. *Evaluation of Student Achievement: A Resource Guide for Teachers*. Toronto: Ministry of Education, Ontario, 1976.

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———. *Building Dictionary Skills*. New York: Scholastic Book Services, 1975.

———. *Critical Thinking Skills*. New York: Scholastic Book Services, 1975.

———. *Search Visuals*. New York: Scholastic Book Services, 1975.

Stewart, Marie M.; Lanham, F.W.; and Zimmer, K. *Business English and Communication*. Canadian ed. Toronto: McGraw-Hill Ryerson, 1967.

Walch, J. Weston. *100 Quickies for Business Education Classes*. Portland, Maine: J. Weston Walch, 1972.

Weber, Gloria Hansen; Forkner, Jr., Hamden L.; and Weber, Edwin J. *Notetaking & Study Skills*. Ridge-wood, N.J.: Forkner Publishing Corporation, 1977.

Westgate, Douglas G. *Office Procedures 2000*. Toronto: Gage Educational Publishing, 1977.

Whitney, Clarissa I.; Sathré, Freda S.; and Olson, Roy W. *Activities Supplement for Let's Talk: An Introduction to Interpersonal Communication*. 2nd ed. Glenview, Ill.: Scott, Foresman and Company, 1977.